Billy,

Your lesson plan looks good. Some things to make sure you include are accommodations for your ESOL, ESE, and gifted students. In addition, have opportunities to access their prior knowledge. This can be as simple as a review from the previous lesson. Have the students review simple graphing of y=x and y=x+2. This will help them make a connection between the two forms.

For your ESOL students you can simply use simplified language. This might include you having them write a definition such as Parabola: a curved shape. Then have the student draw a picture of the shape. Visuals are very beneficial to these students. Pair work is also a common used strategy.

For your ESE students: pair work, visuals, and simplified assignments can be used with these students. Redirection may be necessary.

For your gifted students: These students may be able to create their own equations and then graph them on the cool math website or on a graphing calculator.

Differentiated instruction:

* Behind: If students are having trouble with the simple graphing of y=x2, have the teacher graph it once in front of them, then have the student graph it with the teacher , then have the student graph it on their own.
* On level: Assignment as listed.
* Ahead: Create their own problems and graph them on the graphing calculator. Discuss how adding or subtracting numbers to the main equation of y=x2 changes what the graph looks like.

Address the homework at the beginning on the lesson so students understand what they will be asked to do on their own. This does not mean the homework needs to be assigned, just simply explain for your homework you will be completing practicing graphing parabolas.